DOCUMENT RESUME

ED 078 393 CS 000 626

AUTHOR	Van Allen, Roach
TITLE	Reading Programs: Alternatives for Improvement.
INSTITUTION	American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C.
PUB DATE	73
NOTE	55p.
AVAILABLE FROM	American Association of Elementary-Kindergarten-Nursery Educators, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.75)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	Developmental Reading; Educational Planning; *Evaluation Techniques; *Individualized Instruction; Learning Experience; *Parent Participation; Reading; *Reading Instruction; Reading Materials; *Reading Programs

ABSTRACT

The purpose of this guide is to help school district committees composed of parents, community groups, teachers, administrators, and students develop a plan for improving reading instruction through an emphasis on individuals as learners. Included in the table of contents are: (1) "What Should We Do about Reading Instruction?" (2) "Why This Guide?" (3) "Study Your Reading Program." (4) "What Are Our Educational Goals?" (5) "What Are Our Goals for Individuals in Our Reading Program?" (6) "Who Should be Involved in Planning and Decision Making?" (7) "What Practices Provide Effective Implementation of Our Beliefs and Goals?" (8) "What Distinctive Features Will Our Program Have To Make It Local?" (9) "What Approaches to Reading Instruction Shall We Study?" (10) "What Kind of Learning Experiences Will Be Provided?" (11) "What Learning Spaces Are Needed?" (12) "What Learning Materials Are Needed?" (13) "How Can Teachers Help Each Other Grow?" (14) "How Can Parents Be Involved in Our Program?" (15) "How Will We Evaluate Our Reading Program?" Selected references for further study are also included. (WR)

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READING PROGRAMS: ALTERNATIVES FOR IMPROVEMENT

by Roach Van Allen

A STUDY/ACTION PUBLICATION FROM

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READING PROGRAMS: ALTERNATIVES FOR IMPROVEMENT

by Roach Van Allen
University of Arizona, Tucson, Arizona 1973

A STUDY/ACTION PUBLICATION FROM

EKNE

AMERICAN ASSOCIATION OF
ELEMENTARY-KINDERGARTEN-
NURSERY EDUCATORS
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Work and Study Guide for

teachers

parents

community groups

administrators

to develop

A PLAN OF ACTION for
improving reading programs

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Library of Congress Catalog Card Number
Stock Number 281-08900

The American Association of Elementary-Kindergarten-Nursery Educators is a professional organization of educators specializing in the education of children, nursery through elementary school. Founded in 1884, its purpose is to unite elementary educators for the improvement and expansion of educational opportunities for all children in the United States. For membership information, write to E/K/N/E, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

TABLE OF CONTENTS

WHAT SHOULD WE DO ABOUT READING INSTRUCTION? . . . . . p. 5

- Opportunity Unlimited . . . . . p. 6
- People and Programs . . . . . p. 8
- Communities and Programs . . . . . p. 8

WHY THIS GUIDE? . . . . . p. 9

STUDY YOUR READING PROGRAM . . . . . p. 9

WHAT ARE OUR EDUCATIONAL GOALS? . . . . . p. 10

WHAT ARE OUR GOALS FOR INDIVIDUALS IN OUR READING PROGRAM? . . . . . p. 12

WHO SHOULD BE INVOLVED IN PLANNING AND DECISION MAKING? . . . . . p. 15

WHAT PRACTICES PROVIDE EFFECTIVE IMPLEMENTATION OF OUR BELIEFS AND GOALS? . . . . p. 18

WHAT DISTINCTIVE FEATURES WILL OUR PROGRAM HAVE TO MAKE IT LOCAL? . . . p. 20

WHAT APPROACHES TO READING INSTRUCTION SHALL WE STUDY? . . . . . p. 21

WHAT KIND OF LEARNING EXPERIENCES WILL BE PROVIDED? . . . . . p. 23

WHAT LEARNING SPACES ARE NEEDED? . . . . . p. 26

WHAT LEARNING MATERIALS ARE NEEDED? . . . . . p. 28

HOW CAN TEACHERS HELP EACH OTHER GROW? . . . . . p. 30

HOW CAN PARENTS BE INVOLVED IN OUR PROGRAM ? . . . . . p. 32

HOW WILL WE EVALUATE OUR READING PROGRAM? . . . . . p. 35

AFTERWORD . . . . . p. 39

SELECTED REFERENCES FOR FURTHER STUDY . . . . . p. 40

- Evaluation . . . . . p. 41
- General References on Reading Improvement . . . . . p. 43
- Linguistics . . . . . p. 46
- Parent Participation . . . . . p. 48
- Reading in the Language Arts . . . . . p. 49
- Research . . . . . p. 51
- School Organization for Improved Reading Achievement . . . . . p. 54
- Self-Concept and Reading . . . . . p. 55

WHAT SHOULD WE DO ABOUT READING INSTRUCTION?

A sense of urgency surrounds the question of what we should do about reading instruction in our schools. This is not a new concern, but rather one that has been the focus of activity of some of our most prominent educators and most dedicated professional societies. But today's heightened public interest presents new opportunities for answering this question with new positive action. Active cooperation of parents and community groups will enrich new studies of improved reading instruction. Their active participation will assure a continuity between the home and school which has not been typical of plans for reading instruction in the past.

The human resources of our society are so precious that we cannot risk the possibilities of *intellectual servitude* as a consequence of not doing our best. This means that reading instruction must result in

more than the pronunciation of words,

more than the reciting of phonetic or grammar rules,

more than the verbatim parroting or rote memory of passages,

and more than the completion of pencil and paper activities selected and administered by the teacher.

Reading instruction must result in more than the blind following of printed pages!

A grave danger to society is the creation of groups of children who read the same books and respond uniformly to the ideas in them. Uniform, blind thinking is the dream of leaders in authoritarian societies. The contrasting dream of a democratic society is that reading instruction will serve to develop thinking individuals

- who comprehend the thoughts and ideas of the writer, not only what he says but also what he means,
- who critically evaluate sources, definitions, implications, and assumptions,
- who are prepared to select from the many sources available those which serve the situation best,
- who choose a wide variety of reading materials for leisure-time activities,
- who view reading as a means of communicating ideas, ideals, aspirations, and flights of fancy, and
- who contribute to the storehouse of reading materials by recording their own thinking on topics of personal interest and pleasure.

It is when children learn to deal with reading as a thinking process that they are freed from the dangers of intellectual servitude--dangers that deceive. delude, and set at naught that which reading instruction in our schools sets out to accomplish.

OPPORTUNITY UNLIMITED

In the United States of America we have a tradition of providing educational opportunities for all. Today as we are reasserting the "right to read" to every capable citizen, we are saying with a new emphasis, that every one deserves to receive an education that will develop his full potential. We provide free public schools through high school and publicly supported institutions of higher learning, reserving to no selected class the opportunity for education beyond a certain point. In our country education is considered to be the right and the obligation of all rather than the priviiege of a few. As a result, nowhere in the world do so many young people receive a full twelve years of education. But at the same time, we have permitted many young people to grow up as functionally iiliterate adults because they have not been able to profit sufficiently from our instructional programs--especially those in reading.

What has happened to reading instruction in our quest for full educational opportunity for all?

One might say that in attempting to provide for the greatest number of students, we have not really provided for the needs of each learner. We have not taken into account in our instructional programs the wide range of individual abilities, interests, experiences, and aspirations. The focus of instruction has failed to pinpoint and respond to the demands for alternatives in every classroom environment to take care of the current wide range of needs, purposes, abilities, and experiences.

We seldom can be sure of a child's needs, can only guess at his abilities as they unfold, and can only infer what he is experiencing. Since these are the bases of all learning, we must spend more of our time observing and listening to children in an attempt to understand each one better. Whatever suggestions we make need to be based on our perception of that child's needs and purposes. They must be given in such a way that the child can feel free to use them or not according to whether he sees them as useful or valuable for him. If he does not sense their value to him he will not be able to use them effectively, no matter how hard he tries.

Thus it becomes extremely important that the child not only makes choices but becomes increasingly aware of the basis for each choice. He must also learn to be responsible for carrying out his choice. If he finds his choice was not a good one, it is important that he think why, make another choice based on his new understanding, and then accept responsibility for carrying out his second choice.

There is a great deal of new knowledge about reading and all aspects of language development becoming available. This needs wider dissemination to help teachers find satisfying alternatives for implementing these newer understandings. We need to explore ways that emphasize reading as forms of

experiencing,

thinking, and

learning.

Reading programs need to develop fluency of thought from sources both *within and outside the individual.* Far more of the instruction will be indirect than direct. It will involve asking thought-provoking questions at appropriate

times. These are not of yes-no or one word answers but are calculated to help the child take another step in developing his own learning process.

Reading is now understood to be a process by which the reader gets the message the writer sent. The verbal interpretation of printed symbols into sound has only secondary value, if that, and valued as a skill in its own right should follow rather than precede the thought-getting process.

No human being can teach another "how to read."* He can only set conditions which facilitate the awareness of relationships between speech and printed symbols of language which tend to be repeated. No one really knows how the thought processes of a child permit this to happen, but we know that it does--it not interfered with so as to confuse the child. The best chance that the largest number of children will come to read with effectiveness and satisfaction is when they are exposed to a great deal of personal and peer discussion and comment, see this oral expression translated into printed symbols, and then translated back to the oral code by themselves, their peers, or adults. After varied amounts of such experience carried on in a wide variety of ways as a natural part of living together, sooner or later, with no stress or pressure, each child develops in his own way the ability to get the message from the written symbols.

No teacher in modern schools will search to find *the best* method or material for teaching children how to read. Rather, teachers will work cooperatively with the persons who are important in the life of each child to promote learning experiences which result in reading. They will be interested in developing programs on at least three strong linguistic structures: (1) *phonological structure* which provides for saying and hearing meaningful language sounds; (2) *morphological structure* which provides bases for producing and receiving language meanings through language variations such as tense, number, affixes, and roots; and (3) *syntactical structure* which provides for the production and receiving of the variety of meaning-bearing units, especially sentences, which characterize speaking and reading.

Programs which meet individual needs will provide some reading material which reflects the linguistic structures of the learners. This material, which will probably be produced in the classroom, will then be used to compare and contrast likenesses and differences of the *real language* of the learners with that of any given reading material produced by others. It will provide a real and personal base for children to observe and discover the words used by all speakers and writers of English, to discover that the position of nouns and verbs in sentences is the same for everybody, and that the gaps between personal language produced as written material is very much like that published for them to read.

*Dr. Malcolm C. Douglass at the Claremont Graduate School in the keynote address at the 40th Annual Claremont Reading Conference confirmed this and said the formal teaching of reading in the U.S. has created many reading problems, and that it must be learned indirectly as a personal, private sort of experience.

PEOPLE AND PROGRAMS

Programs for improving reading instruction must be thought of in terms of the people involved. A plan must include considerations other than a statement of objectives, outline of content, schedules of work, needed materials, facilities, and equipment. It must be concerned with *who will be involved*, what these people are like, what they want to achieve, what incentives will develop, and how behavior of individuals and small groups may change. Involvement of the people concerned begins when plans are first devised as well as during the operation of a program. This alternative to planning is in sharp contrast to those which begin involvement after a program of materials has been adopted and help is needed in implementation only.

Among the most important people involved in reading study and experimentation are the teachers who will work directly with pupils and who will have continuing responsibilities for carrying out plans.

When parents, teachers, administrators, supervisors, specialists, pupils, board members, and community groups develop plans for alternative reading programs, they should consider many questions such as the following about their teachers.

- Will they be enthusiastic about the possibilities opened up by a plan of action for a new program?
- Will they regard parents' ideas as worthy of consideration in new programs?
- Will they consider the "home-rooted language" of each child a precious resource for the building of a base for reading the language of others?
- Will they want help and stimulation from people such as reading specialists and counselors?
- Will they be willing to take risks in the interest of opening up new opportunities?
- Will attitudes and interests of teachers and pupils be evaluated along with the reading achievement of children?
- Will the awareness of new knowledge, methods, and attitudes influence future plans?

COMMUNITIES AND PROGRAMS

Planning for programs for improving reading instruction is tempered by the realization that schools themselves do not provide the total reading environment and resources for any of the students. Growth in reading attitude and ability occurs in the home, community, and society as a whole, as well as in the school. Therefore, we need to work for a better understanding of the needs of individual students in their lives outside of school as well as inside. Plans should include people and agencies in the community as a whole. Parent interest and help should be enlisted to improve the functioning of students as they participate in a life that requires self-reliant, discriminating, and penetrating readers.

Each community as it studies reading instruction through its schools must act upon a practical vision of a society which places high value on excellence and on freedom for self-expression which is *creative within the culture*--speaking one's deep convictions without fear, writing for pleasure and for information, singing, acting, painting, and planning for the best interests of all.

Community planning groups must set purposes through which they hope to achieve programs which truly recognize the potentialities of the teachers and pupils of that community. To develop programs merely from fear that other communities or countries are "getting ahead" is to debase the educational currency which our society provides and upon which its survival depends.

WHY THIS GUIDE?

The purpose of this guide is to help school district committees composed of parents, community groups, teachers, administrators, and students develop a plan for improving reading instruction through an emphasis on *individuals as learners*. Implied in the guide is the belief in equal educational opportunity, which does not mean identical opportunity. Alternatives are emphasized which should result in plans sufficiently rich, varied, and flexible to provide each child maximum opportunities. Reading programs which result from deliberating about questions in this guide will provide for individual differences in ways that are efficient and effective. They will suggest to teachers styles of planning and implementation which are in harmony with individual personalities and fundamental learning processes.

This guide does not present the best plan or plans. Rather, it presents questions and resources which will aid each group using it to come to grips with the range of decisions required for intelligent planning for change.

STUDY YOUR READING PROGRAM

This guide

- directs attention to the major areas which need to be considered,
- suggests many specific questions for you to think about,
- lists other resources to help in further study.

WRITE IN THIS GUIDE. IT IS FOR YOU TO USE, NOT JUST READ. Space is provided for entering

- data you gather,
- conclusions you reach,
- additional questions that arise,
- local resources that are available,
- needed resources from outside.

Move through all the sections first to see the full sweep of factors to be considered. Then come back to study specifics. Detailed study can be shared through individual and committee assignments, but every person working should understand the total scope and realize that any resulting plan of action for improving reading instruction will emphasize *the learner as an individual.*

WHAT ARE OUR EDUCATIONAL GOALS?

1. In providing educational opportunities for all children, we hold to certain basic beliefs, including:

   - Each child has a unique set of abilities and limitations, so the school should provide a program with enough alternatives to produce maximum achievement in each area of growth for each child.

   - All children should have opportunity to build new interests.

   - All children should have opportunity to develop useful skills in the cognitive, affective, and psychomotor domains.

   - All children should be involved in a program in which they will increase their thinking abilities, become more aware of their own purposes, and grow in their abilities to make good decisions.

     Children should be in an educational program with enough diversity to insure sufficient challenges for eliciting high-level performance on the part of all individuals.

   - The urge to grow and learn is nourished by successful performance, so teachers should provide an environment in which each child can readily find materials suited to his needs and purposes.

   - Other basic beliefs are: _____

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2. Beyond these broad goals, certain specific goals can be developed for reading instruction and might include:

   - Reading will be considered as experiencing, thinking, and learning throughout the school day rather than as a period of the school day.

- Attention will be given daily to reading improvement through exposure to reading materials and through useful interaction about specific skills.

- Predictive abilities (anticipating words, sentence patterns, and messages prior to seeing the print) and word recognition abilities will receive equal emphasis when children are interacting with the ideas and language of other people through reading.

- Children will be helped to extend their understanding of the linguistic bases of language--phonological, morphological, and syntactical--so they can understand how language works for them.

- Children will grow in their awareness of their interests and concerns by choosing reading materials, and become increasingly able to establish their own purposes for reading.

- Other specific goals of reading instruction:_____

WHAT ARE OUR GOALS FOR INDIVIDUALS IN OUR READING PROGRAM?

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1. What goals for each child's growth in reading should be noted by teacher and child?

   Choosing books--the ability to choose with minimum guidance books, stories, and poems for recreational reading, to find information in books, and to use books as resources for the improvement of reading and thinking skills which have been identified in conferences with the teacher.

   Silent reading--the ability to view printed materials and communicate with the author by reconstructing his language and ideas rather than to call separate words.

   Oral reading--the ability to interpret the language and meanings of authors by tone of voice, pauses, emphasis, grouping of words, and use of punctuation and capitalization marks as clues for voice.

   Flexibility--the ability to choose appropriate rate of reading for different purposes such as for detail in science and arithmetic, for general idea in surveying material for a few specific facts, skimming for review, and for following the story line in recreational reading.

   Thinking--the ability to see relationships between content of various stories or books, to anticipate and predict events before reading about them, to pull out the essential elements of a story or article to summarize it, and other thinking abilities intimately related to reading.

   Language structure--the ability to anticipate meaning by clues in sentences (noun and verb clusters), paragraphs (topic sentences), chapters (introductory and summary paragraphs), stories (sequence of events), sentence sense.

   Studying words--the ability to anticipate pronunciation and meaning of words through syntatic cues, context cues, graphic cues, root words with affixes, other structural analysis skills, letter-sound relationships (phonics), letter combinations that occur frequently (phonograms), other phonetic analysis skills, and use of dictionary-type aids.

   Modification--the ability to modify meaning and add interest by understanding that words, phrases, and clauses change the basic sentence and paragraph structure--color, size, shape, texture, sound, taste, smell, emotions, contrast, and comparison.

   Locational skills--the ability to find answers to questions efficiently by using table of contents, index, chapter headings, alphabetical arrangements, and other aids in well-edited books.

Vocabulary extension--the ability to read at sight an increasing number of high frequency words in English, to recognize most of the words that are common to the speaking vocabulary, and to build skills for figuring out the pronunciation and meaning in context of unfamiliar words.

Literary forms--the ability to recognize and understand differences in structure, purpose, and style of a variety of literary forms--poetry, fantasy, myths, non-fiction, fiction, reference-study materials.

Multi-sensory communication--the ability to use and appreciate many media which authors use to express their ideas--films, filmstrips, tapes.

Reflections on reading--the ability to project interest and reasoning beyond what is actually stated in print in order to arrive at interpretations and conclusions, make predictions, formulate questions and engage in discussions which lead to further reading.

Sensory impressions--the ability to sense humor and feeling-tone in passages describing impressions of sight, sound, taste, touch and smell.

Literary-level production--the ability to express personal ideas in literary forms which are not characteristic of home-rooted language--couplets, triplets, quatrains, patterned poetry such as haiku and cinquains, myths, fables, plays, books without words, short stories and novels.

Production of materials--the ability to reflect one's thinking with a variety of communication media such as visualization of experiences with art materials, acting out real and imaginary roles, photographing with focus on major ideas and points of interest, and writing creatively with a variety of literary forms.

Others: _____

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2. Shall we plan for student-parent-teacher conferences to review progress toward these goals which has been recorded by teachers and pupils?

3. What provisions shall we make for individual pupil appraisal in these goals?

WHO SHOULD BE INVOLVED IN PLANNING AND DECISION MAKING?

1. Which members of the community should be involved in planning a reading improvement program?

   - Parents representing all children
   - Members of the Board of Education
   - Community members with special abilities, facilities, etc.
   - Others: _____

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2. Which professional educators should be involved in planning reading improvement programs?

   - Administrators
   - Consultants and specialists
   - Teachers--classroom and special reading teachers
   - College personnel
   - Others: _____

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3. In what ways might children participate in planning?

   . Volunteer for cooperation in pilot studies

   . Make known their opinions concerning needs and interests through student surveys

   . Participate in demonstration lessons for community observation

   . Visit schools with different programs and give reactions

   . Other: _____

4. Who will make decisions such as the following:

   . Basic educational goals to be implemented

. Informing parents and the public in general

. Financing both short and long-term planning

. Selection of learning materials for pupils, teachers, and parents

. Educational programs for parents

. Development of learning spaces for new learning experiences

. Others: _____

WHAT PRACTICES PROVIDE EFFECTIVE IMPLEMENTATION OF OUR BELIEFS AND GOALS?

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1. Reading programs can be developed for each school district and within each classroom. Teachers and pupils participate in the selection of materials. Pupils produce some of the reading materials to assure that there is "language continuity" between home-rooted language of each pupil and the language of books to be read. Multi-media materials are used to keep pupils involved in effective communication during the processes of learning "how to read." Evaluation is continuous, is in terms of ultimate goals, and is recorded in a variety of ways.

2. Reading programs with specific plans already published are available. They give uniformity of exposure and expectancy. Groups of children go through the program at different rates. Testing programs are built into the materials and procedures.

What Do We Want

A Uniform Program	or	An Individualized Program
a. Centered in developing relationships of decoding skills and reading printed materials.		a. Centered in the establishment of relationships between the learner's own speech and printed materials.
b. Emphasis on teaching a predetermined sequence of reading skills at rates suitable to groups of learners.		b. Emphasis on developing reading skills as an integral part of language growth of each child--equal emphasis on speaking, writing, and reading.
c. Subject matter selected and organized prior to the teaching situation, usually through state or local adoptions.		c. Subject matter comes from children's experiences written in the classroom as well as from books they read. It is personalized for each child.
d. Reading sequence is controlled by the materials selected and adopted by the teacher and other external authorities.		d. Sequence of instruction is controlled through diagnostic teaching procedures and is altered to meet the needs of individuals.
e. Emphasis on teaching specific habits and skills of reading as special attritubes of school achievement.		e. Emphasis on building habits and skills of the larger aspects of communication--speaking, writing, painting, acting--not just reading.
f. Specific habits and skills which are measurable as "reading growth" are in priority positions at all times.		f. Processes of using reading for real life purposes--recreation, information, etc.--are in priority positions.

g. Emphasis on uniformity of learning results to meet minumum standards. Enrichment for some.

h. Progress judged by tests which yield comparative scores and grade level equivalents.

i. Others: _____

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g. Emphasis on variability in exposures to learning situations and variability in results achieved.

h. Progress judged through progress in oral and written productions, and through use of specific reading skills.

i. Others: _____

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3. Other kinds of reading practices to be considered: _____

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WHAT DISTINCTIVE FEATURES WILL OUR PROGRAM HAVE TO MAKE IT LOCAL?

1. Will the thinking of each child as represented by his own language be used throughout the grades as a basic ingredient for the production of reading materials which in turn assure personal meaning?

2. Will the reading vocabulary be introduced through words and phrases the children know already--labels, brand names, signs, person's names?

3. Will children work as individuals rather than be assigned to an ability group for direct instruction in reading skills and thinking abilities?

4. Will direct teaching of word recognition skills, including phonics and phonetic analysis, be mainly related to writing and spelling activities where children are dealing with their language letter-by-letter, and syllable-by-syllable, and word-by-word?

5. Will word recognition abilities be taught directly from material dictated by the child and written by the teacher so that the child isn't struggling with concepts presented by the author in addition to word recognition?

6. Will "disadvantage" be reduced by using content and language structure which is normal and typical of the learners?

7. Will language be extended and modified through the use of literary level language which children can predict and repeat prior to the recognition tasks?

8. Will books of many kinds be used to get children involved in reading--basal series of varied levels, trade books, supplementary texts, books in the content fields, and current publications such as newspapers and magazines?

9. Will self-expression in multiple media--talking, writing, rhythms, art forms, and dramatization--be considered essential to the development of personal communication that includes reading?

10. Other distinctives: _____

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WHAT APPROACHES TO READING INSTRUCTION SHALL WE STUDY?

1. What practices in reading instruction can we include in our reading program which will be consistent with the educational philosophy of our school?

   - Practices which develop effective thinking abilities along with multiple ways of expressing that thinking
   - Practices which develop autonomous individuals aware of their own needs and purposes
   - Practices which trust learners to plan and carry out plans to fill needs and purposes
   - Practices which promote the individualization of program and materials
   - Other: _____

     _____

     _____

2. What approaches will best include our choice of practices?

   a. What practices could we use of a language-experience approach which places emphasis on oral and written language as significant facets of reading improvement?

      - Develop a curriculum rationale which will guide teachers in the selection of practices which are compatible with the approach used
      - Provide in-service education on the specifics of implementation
      - Provide necessary materials for a variety of language learning situations
      - Evaluate reading development on a broad base--attitude, self-concept, production of reading materials, and achievement of thinking skills for reading
      - Other: _____

        _____

        _____

b. What practices could we use to improve the effectiveness of a basal reader program?

- Study the rationale of the approach and attempt to implement it to maximize the learning of each individual
- Add a literature enrichment component for self-selection
- Provide supplementary media for extending concepts
- Provide specific in-service opportunities to elaborate on new practices for the approach
- Expand evaluation to include attitude and self-perception growth along with growth in reading skills
- Other: _____

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c. What practices could we use of a "linguistic reader" program which emphasizes the phonetic structure of the language and word recognition prior to any emphasis on meaning?

- Describe how the program can be revised to include an emphasis on meaning
- Develop a program of in-service education for the teachers involved
- Provide necessary materials for full implementation
- Evaluate teacher attitude along with the various aspects of pupil attitude and achievement
- Other: _____

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WHAT KIND OF LEARNING EXPERIENCES WILL BE PROVIDED?

1. Will there be an emphasis on an environment which reflects the value and use of the real language of pupils involved?

   - Every child participates comfortably in his home-rooted language
   - Real language of pupils is used as part of the learning environment
   - Children are free from the fear of using "incorrect language"
   - Space and time are provided for children to express their ideas with many media
   - Children are encouraged to write freely--spelling words to the best of their ability--so as not to break their train of thought, leave out material, or limit it because they are not sure how to spell a word. If they later wish to share the material, they can polish it, including spelling words correctly and/or making other changes desired
   - Children have opportunity to hear their own stories read effectively by the teacher, other adults, or other children
   - Other: _____

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2. Will there be an emphasis on understanding how language works for individuals?

   - Every child has opportunities to observe his speech sounds written down to make his own reading material
   - Teachers visit with children informally to help them understand sound-symbol relationships (phonics) from their own language
   - Children develop conversational abilities to discuss topics such as names of letters, words, sentences, how to spell
   - Every child participates in experiences for vocabulary growth--adding words which can relate to personal experiences and thus which bring meaning

- Every child acquires a sight vocabulary of high-frequency words which which naturally occur most often in both his (and others) writing and reading

- Children with non-standard speech patterns are gradually made aware of alternatives with no pressure to adopt them in place of their own; the goal is to develop a second "language" for use where needed while keeping the family and neighborhood language intact

- Children participate in editing manuscripts of their own writing when they are to be published for class use

- Other: _____

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3. Will there be an emphasis on language as other people use it to the extent that personal language of pupils will be influenced?

- Many types of books are available in every classroom--for recreational reading, finding information, improving reading skills, and books which children have written and published

- Films and filmstrips are used to bring children in contact with the ideas and language of others without having to be good readers

- Records and tapes accompany books for pupils to follow models of excellent oral reading

- Choral reading, singing, and chanting assure every child--good and poor readers--a chance to participate in effective interpretation of the language of others

- Art prints, music compositions, photographs, and other materials are available for personal interpretation through such activities as art, rhythms, dramatizations, and creative writing

- Other: _____

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4. Will there be other evidences of a broad-based learning environment which provide multiple opportunities for success in language growth for each child?

   - Opportunities to express his thoughts with the confidence that they are worth being heard
   - Opportunities to explore materials of wide content and complexity range to provide better understanding of his interests, concerns, purposes, and extent of development
   - Opportunities to internalize the understanding that "getting the message" and dealing with it is the essence of reading
   - Other: _____

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5. What provisions for learning environment shall we develop to assure that every pupil will have a chance to participate successfully in our reading instructional program?

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WHAT LEARNING SPACES ARE NEEDED?

1. What facilities are essential to an adequate reading program for all children?

   - In classrooms or other learning spaces where children work
   - Central facilities in each building
   - Special facilities to meet special needs
   - Other: _____

2. What additional facilities are needed to provide for the individual differences among pupils?

   - Library space in each classroom for browsing and reading
   - Space for writing and publishing as a recreational activity
   - Facilities for listening and viewing records, films, filmstrips, and tapes
   - Space and materials for self-expression with many media
   - Equipment and materials for cooking in the classroom
   - Space and materials for dramatization of ideas gained from reading and from other experiences
   - Other: _____

3. How can present facilities be extended or adapted to meet the requirements of the improved reading program?

4. What resources are available within the community for use in enriching and strengthening the reading program?

- Public Libraries
- Television
- Libraries of large industries
- Newspapers for the classroom
- Pupil produced books for classroom and school libraries
- Volunteers to serve as aides
- Cross-age groupings which permit older children to read with younger children
- Other: _____

WHAT LEARNING MATERIALS ARE NEEDED?

1. What materials and equipment are essential for an improved reading program in our school?

   - Materials for a reading program to meet individual differences--individual titles, filmstrips, films, individual activity cards for learning centers, teacher resource books
   - Materials of sufficient quantity, range of interest, and various levels of ability to assure success for all learners
   - Materials for self-expression activities such as painting and writing; tape recorders for children to use to capture their creative stories orally
   - Materials for illustrating, publishing, and binding pupil-authored books
   - Magazine and newspaper collections
   - Materials for listening and viewing which extend experiences and introduce language as many people use it--expecially books with accompanying records or tapes to furnish models of effective oral reading
   - A variety of books including books for browsing and recreational reading, books of information, books developed specifically to help children be better readers, and books which have been written and published by the children
   - Other: _____

2. What materials are needed for evaluating the reading program which is developed as an improved one? (See Selected References: Evaluation.)

- Pupil attitude inventory (San Diego County, Monograph 4)
- Teacher attitude inventory (San Diego County, Monograph 3)
- Self-concept scale (Purkey)
- Levels of boredom (Houston)
- Standard measures of achievement (Farr)
- Informal reading inventories (Silvaroli)
- Collections of children's writings
- Self-appraisal records
- Other: _____

HOW CAN TEACHERS HELP EACH OTHER GROW?

1. Shall district persons be selected to plan ways of sharing plans and progress?

   - Several persons with portions of time designated to serve the reading improvement program
   - One person full-time to coordinate teacher groups
   - Master teachers appointed in each building where a program is in operation
   - Other: _____

2. Shall a college person or persons be employed to respond to teachers' needs and professional growth plans?

   - Furnish research data
   - Interpret research data
   - Present theoretical models which can be implemented
   - Review the current scene in reading programs
   - Organize reports from teacher groups for publication
   - Other: _____

3. Shall personnel from an intermediate unit of the State Department of Education be designated to serve as a liaison between local groups and other echelons?

   . To plan for evaluation to meet uniform requirements (if such exist)

   . To publish positive aspects for other districts

   . Other: _____

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4. Should the district contract with an outside agency such as a publisher of materials that are to be used to assist in the implementation of our program?

   . On-site consultants to work with individual teachers in classrooms

   . Per diem consultants to aid in evaluating the extent to which selected goals are implemented

   . Other: _____

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5. Shall the district provide a continuous program of interaction between teachers and parents?

   . Individual conferences

   . Group study sessions

   . Sessions with consultants

   . Other: _____

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HOW CAN PARENTS BE INVOLVED IN OUR PROGRAM?

Parent participation is an essential part of successful reading programs for individuals. Parents can be involved in language activities which promote reading.

- If those activities can be related to a natural part of family life
- If they require a minimum of time and special materials, and
- If they obviously relate to the language-reading skills presented at school.

I. Parents can study the kinds of activities and experiences a family can have together which increase vocabularies and make them useful in communication--including reading.

   - New names for things
   - Words to describe people, places, and things
   - Words that tell how things move
   - Words that tell how things relate to each other: look like-----, as-----as, feels as-----as, tastes like-----, and the like
   - Playing games with children which require conversation, discussion, and problem solving
   - Other: _____

2. Parents can study ways that the speech of their children relates to writing and reading.

   . How to write what children say to them and read it back to them to build confidence in speech-writing-reading relationships for that child

   . How the letters of the alphabet are used to represent the sounds of the language of their child

   . How to help and encourage children to page and illustrate their own stories and make books for home and school

   . How to compare and contrast the personal language of their child with reading in general (from newspapers, magazines, and almost any book material available)
      - words the child can read already such as brand names and signs
      - words that begin alike
      - words that end alike
      - words that are alike
      - words that repeat frequently in all printed material

   . Other: _____

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3. Parents can provide contacts with the language and ideas of many other people as a means of increasing the language base of their children. The children

   - listen to stories as different family members read *with* and *to* the child,
   - listen to recordings and participate in repeating words, phrases, and sentences which are of interest,
   - look at photographs and paintings and talk about them--names of things, motions, and descriptive categories such as color, size, shape, texture, and sound,
   - sing songs together to become aware of the rhythms of language,
   - play games that repeat language patterns over and over,
   - play games that deal with specific language skills and abilities--word recognition games, word definition games, matching games, and other games for family fun,
   - Other: _____

HOW WILL WE EVALUATE OUR READING PROGRAM?

1. What are the essential aspects of reading which need to be evaluated?

   - The extent and depth to which a child brings his meaning to print
   - The extent to which he has developed his cues for recognizing words or ideas expressed in words, has adopted effectively cues which others have suggested, or has a system which incorporates both
   - The extent to which he has developed his ability to read silently, then interpret, project, discuss, and question the material
   - The extent to which he has developed ability to choose reading material satisfying to him and which, in its general trend, is progressing toward the more complex both in vocabulary and concept
   - The extent to which he is able to use reading to achieve assigned and/or self-selected goals and purposes
   - The extent to which his greater satisfaction from reading is evident from his more frequent choice of reading and his greater concentration while involved with it
   - Other: _____

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2. What can standardized tests tell us?

   - Creative writing scales
   - Self-concept scales
   - Attitude inventories
   - Achievement
   - Other: _____

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3. What will various kinds of records tell us?

- Anecdotal records of observed behavior
- Samples of pupil work, especially creative writing and art--saving samples of these over a period of time is a valid basis for illustrating growth and development
- Photographic documentation
- Test scores
- Other: _____

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4. What can each child tell us of his progress?

- Spontaneous expression recorded on tapes
- Participation in pupil-teacher-parent conferences
- Participation in checking pupil-teacher appraisal forms
- Other: _____

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5. What kind of evaluation is expected from teachers who participate?

- Anecdotal reports
- Individual pupil appraisal check lists
- Completion of questionnaires
- Completion of attitude inventories
- Oral reports--individually and in seminars
- Observation reports on progress
- Files of pupil produced materials
- Other: _____

6. How will the results of the program be reported to the community?

   . Reports to Board of Education by teachers and administrators

   . Published reports for general distribution

   . Television and newspaper series

   . Other: _____

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7. What kind of evaluation program must be provided if the report of our reading program gets to the community in a way that it is understood as being consistent with the educational philosophy of our school and the needs of our children?

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AFTERWORD

Obviously, this work/study guide is quite different from previous E/K/N/E publications. Your active involvement as an individual learner is not only provided for, but encouraged throughout -- which is so in keeping with the basic philosophy of E/K/N/E.

What are you now going to do with the data you have gathered in going through the guide, the conclusions you have reached, the additional questions that have arisen, the resources you have realized are available and/or needed?

Assuming you have now developed your own plan of action for improving your reading program, how can you be certain your plan emphasizes the learner as an individual?

- Are you more sensitive in accepting each child where *he* is and following where *he* leads, helping only as *he* needs you?
- Are you more comfortable not only to permit but also to facilitate each child's both being and becoming his potential self?
- Are you more aware of how essential first-hand experience is in a truly meaningful learning situation?
- Are you better prepared to lessen the frequently chasmic gap existing between a child's home/school life?
- Do you realize the awesome influence your personal model conveys to each child?

In other words, are you now better prepared to accept and struggle with the intricately woven web of each child's needs, abilities and interests as it appears anew each morning to absorb your warmth, glow and enthusiasm?

During the past few days I have enjoyed the good fortune of meeting and getting to know in a small way Ms. Alice Yardley (Principal Lecturer in Education, Nottingham College of Education) of England. I am here reminded of four comments she made:

1) We should never isolate verbal education; each child grows in verbal understanding only as part of his total growth, and to limit his education to word study is to limit his development.

2) Learning to communicate requires exercising the full range of each child's capacity to experience life and respond to it.

3) Each child allowed to develop his full potential in every aspect can successfully be measured in any one of those aspects.

4) Each child's future may be ensured by his living the full life of the moment.

Are you now better prepared to help each child do just that in your reading program? Having just studied this guide I feel a pressing need to exhaust the selected references that follow. Do you? Has another learnable moment just surfaced for you, too?

D. Dwain Hearn
Director of Publications
April 25, 1973

SELECTED REFERENCES FOR FURTHER STUDY

Evaluation . . . . . p. 41

General References on Reading Improvement. . . . . p. 43

Linguistics. . . . . p. 46

Parent Participation . . . . . p. 48

Reading in the Language Arts . . . . . p. 49

Research . . . . . p. 51

School Organization for Improved Reading Achievement . . . . . p. 54

Self-Concept and Reading . . . . . p. 55

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